

Nevitt Forest Elementary

1401 Bolt Drive
Anderson, South Carolina 29621

Grades	K-5 Elementary School	
Enrollment	485 Students	
Principal	Kory Roberts	864-260-5190
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	30	82	20

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Average	Yes
2005	Average	Unsatisfactory	Yes
2006	Below Average	Below Average	Yes

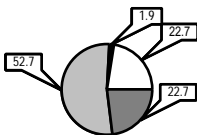
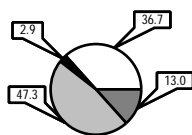
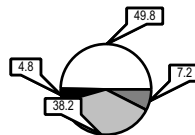
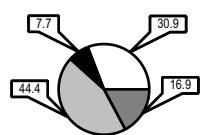
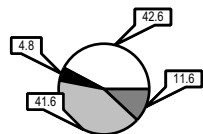
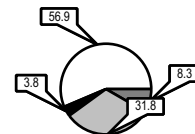
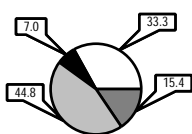
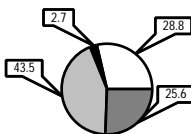
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	236	91.9	18.8	55.0	24.1	2.1	44.0	Yes	Yes
Gender									
Male	124	91.9	27.6	56.1	16.3	0.0	31.6	N/A	N/A
Female	112	92.0	9.7	53.8	32.3	4.3	57.0	N/A	N/A
Racial/Ethnic Group									
White	27	85.2	15.8	42.1	36.8	5.3	63.2	I/S	I/S
African American	207	92.8	19.4	56.5	22.4	1.8	41.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	203	99.5	16.8	55.9	25.1	2.2	45.3	N/A	N/A
Disabled	33	45.5	50.0	41.7	8.3	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	236	91.9	18.8	55.0	24.1	2.1	44.0	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	233	91.8	18.9	55.3	23.7	2.1	43.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	187	89.8	21.2	54.3	22.5	2.0	42.4	Yes	Yes
Full-pay meals	49	100.0	10.0	57.5	30.0	2.5	50.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	236	94.1	36.7	46.9	13.3	3.1	25.0	Yes	Yes
Gender									
Male	124	95.2	42.2	46.1	8.8	2.9	17.6	N/A	N/A
Female	112	92.9	30.9	47.9	18.1	3.2	33.0	N/A	N/A
Racial/Ethnic Group									
White	27	88.9	10.0	70.0	10.0	10.0	40.0	I/S	I/S
African American	207	94.7	40.2	43.7	13.8	2.3	23.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	203	100.0	34.4	47.8	14.4	3.3	26.7	N/A	N/A
Disabled	33	57.6	62.5	37.5	0.0	0.0	6.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	236	94.1	36.7	46.9	13.3	3.1	25.0	N/A	N/A
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	233	94.0	36.9	46.7	13.3	3.1	25.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	187	93.0	38.9	46.5	12.7	1.9	23.6	Yes	Yes
Full-pay meals	49	98.0	28.2	48.7	15.4	7.7	30.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	236	100.0	49.8	38.2	7.2	4.8	12.1
Gender							
Male	124	100.0	56.1	32.7	5.6	5.6	11.2
Female	112	100.0	43.0	44.0	9.0	4.0	13.0
Racial/Ethnic Group							
White	27	100.0	18.2	54.5	18.2	9.1	27.3
African American	207	100.0	53.0	36.6	6.0	4.4	10.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	203	100.0	45.6	41.1	8.3	5.0	13.3
Disabled	33	100.0	77.8	18.5	0.0	3.7	3.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	236	100.0	49.8	38.2	7.2	4.8	12.1
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	233	100.0	49.5	38.3	7.3	4.9	12.1
Socio-Economic Status							
Subsidized meals	187	100.0	49.7	38.3	7.2	4.8	12.0
Full-pay meals	49	100.0	50.0	37.5	7.5	5.0	12.5

Social Studies							
All Students	236	100.0	30.9	44.4	16.9	7.7	24.6
Gender							
Male	124	100.0	34.6	44.9	14.0	6.5	20.6
Female	112	100.0	27.0	44.0	20.0	9.0	29.0
Racial/Ethnic Group							
White	27	100.0	18.2	36.4	22.7	22.7	45.5
African American	207	100.0	32.8	44.8	16.4	6.0	22.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	203	100.0	26.1	46.1	19.4	8.3	27.8
Disabled	33	100.0	63.0	33.3	0.0	3.7	3.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	236	100.0	30.9	44.4	16.9	7.7	24.6
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	233	100.0	31.1	44.2	17.0	7.8	24.8
Socio-Economic Status							
Subsidized meals	187	100.0	32.9	44.3	15.6	7.2	22.8
Full-pay meals	49	100.0	22.5	45.0	22.5	10.0	32.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	72	100.0	14.1	39.1	40.6	6.3	46.9
	4	93	100.0	45.2	39.3	14.3	1.2	15.5
	5	65	100.0	20.7	62.1	17.2	0.0	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	90.3	6.9	50.0	36.2	6.9	43.1
	4	78	94.9	18.0	52.5	29.5	0.0	29.5
	5	86	90.7	29.2	61.1	9.7	0.0	9.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	72	100.0	23.4	60.9	14.1	1.6	15.6
	4	93	100.0	47.6	39.3	11.9	1.2	13.1
	5	65	100.0	24.1	53.4	19.0	3.4	22.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	94.4	24.6	60.7	11.5	3.3	14.8
	4	78	94.9	37.7	29.5	26.2	6.6	32.8
	5	86	93.0	45.9	50.0	4.1	0.0	4.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	72	100.0	40.6	42.2	17.2	0.0	17.2
	4	93	100.0	56.0	36.9	4.8	2.4	7.1
	5	65	100.0	41.4	34.5	10.3	13.8	24.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	49.2	43.1	4.6	3.1	7.7
	4	78	100.0	49.2	33.3	9.5	7.9	17.5
	5	86	100.0	50.6	38.0	7.6	3.8	11.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	72	100.0	12.5	57.8	20.3	9.4	29.7
	4	93	100.0	41.7	42.9	13.1	2.4	15.5
	5	65	100.0	22.4	43.1	24.1	10.3	34.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	72	100.0	13.8	50.8	24.6	10.8	35.4
	4	78	100.0	25.4	39.7	27.0	7.9	34.9
	5	86	100.0	49.4	43.0	2.5	5.1	7.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 485)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.8%	Up from 1.6%	3.9%	2.8%
Attendance rate	96.3%	Down from 96.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.7%	Down from 9.2%	0.1%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%	Down from 8.7%	0.0%	0.0%
Eligible for gifted and talented	2.4%	Down from 3.0%	5.2%	10.4%
On academic plans	58.4%	N/AV	46.6%	33.6%
On academic probation	4.5%	N/AV	1.2%	1.0%
With disabilities other than speech	7.4%	Up from 7.1%	7.2%	7.5%
Older than usual for grade	0.2%	Up from 0.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 47)				
Teachers with advanced degrees	25.5%	Up from 11.9%	51.9%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	3.2%	N/A	3.8%	2.4%
Teachers with emergency or provisional certificates	3.0%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	76.5%	Down from 78.1%	85.4%	87.3%
Teacher attendance rate	95.4%	Down from 95.7%	94.8%	94.9%
Average teacher salary	\$37,111	Up 2.9%	\$41,462	\$42,485
Prof. development days/teacher	8.8 days	Up from 8.4 days	13.5 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	4.5	4.0
Student-teacher ratio in core subjects	15.6 to 1	Down from 16.3 to 1	16.9 to 1	18.6 to 1
Prime instructional time	90.7%	Down from 91.5%	89.1%	89.7%
Dollars spent per pupil*	\$8,723	Up 11.1%	\$7,120	\$6,557
Percent of expenditures for teacher salaries*	56.0%	Down from 58.3%	61.9%	64.0%
Percent of expenditures for instruction*	67.3%		68.0%	69.1%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	97.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Nevitt Forest Elementary School is to educate all students and to develop responsible, respectful, lifelong learners who will reach their highest potential while contributing, competing, and persevering in an ever-changing global and technological society by applying knowledge and skills gained from positive learning experiences in a nurturing environment, embracing the diversities of our community.

Located nearly two miles from downtown Anderson, Nevitt Forest Elementary School is a Title I school. It serves approximately 485 students in kindergarten through fifth grade. Our faculty and staff members are committed to providing a quality education to all of the children of Nevitt Forest through the use of innovative and creative teaching strategies and standards-based instruction.

Over the past year, our school has completed its first year on the modified school calendar. This came as a result of over 80% of the families participating in a voting process, with an overwhelming majority in favor of this calendar. Less than 1% of the Nevitt Forest families opted out to attend a traditional calendar school within the district.

Two types of after-school programs are offered at Nevitt Forest. On our campus students can receive additional opportunities to strengthen their math and language arts skills through guided instruction. In addition, we have an off-campus site in partnership with Welfare Baptist Church, which is funded by a 21st Century Grant. In this program, students may participate in social, academic, and character education activities.

Nevitt Forest has an active PTO, a School Improvement Council and many business partnerships. These resources help Nevitt Forest meet the diverse needs of its student population.

Nevitt Forest is recognized, once again, as a Flagship School of Promise. As we continue to strive for excellence, our hope is that you will join us in the support of children today, as they are tomorrow's leaders.

Kory Roberts, Principal
Jenifer Seymour, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	68	7
Percent satisfied with learning environment	97.7%	80.6%	I/S
Percent satisfied with social and physical environment	86.4%	89.4%	I/S
Percent satisfied with school-home relations	52.3%	89.2%	I/S

*Only students at the highest elementary school grade level at this school and their parents were included.